After visiting a real flower shop, the Jet created vases and arranged their own floral designs. They arranged vases by using recycled cups and covering them with small pieces of tissue paper. This experience provided the children with opportunity to develop an understanding of concepts of production, distribution, and consumption.
Field Trip to the Flower Shop

The Jets visited a local flower shop to learn about the function and purpose of a flower shop. They were able to observe floral designs and fresh flowers in the refrigerated case. The children were able to connect this experience to our flower shop in our classroom. This experience provided the children with an opportunity to develop an understanding of concepts of production, distribution, and consumption.
During our plant investigation, the children planted greenhouses. They planted a flower or a vegetable. Before planting the seeds the children predicted what would grow in their greenhouse. Then they reached into the box and chose a greenhouse. The children looked at previous pictures of them planting the garden and drew pictures of what the garden looked like before the seeds began sprouting. Through these experiences the children were able to differentiate between real and pretend and living and nonliving. They also engaged in simple scientific inquiry by asking questions, predicting, recording data, and representing events using various media.

While investigating plants, the children had the opportunity experiment with growing seeds. They were to grow there seeds in sand, soil, dirt, water, or grass. Each day they document plant growth to see which method is more effective. They also experienced the concept of seed dispersal. They wore socks that represented animal fur and navigated in the familiar environment of the playground to see if they could collect seeds on the sock. Through these experiences the children were able to compare, observe and represent changes over time in the natural environment by watering and documenting changes. They were also able to identify common needs of living organisms and how they are met in the environment.
While studying plants, the children used tweezers to dissect a real plant. They collected the pedals, leaves, stems, roots, and seeds from the plant. This experience provided the opportunity for the children to look closer at the parts and whole of a plant. The children also spent time investigating gladiolus and tigridia bulbs. They used magnifying glasses to look at them closer, and weighed them with scales to compare the masses of the bulbs. Through this experience the children were exposed to measuring weight using scales, simple spontaneous scientific explorations with others, and an opportunity to offer ideas and explanations of objects, organisms, and phenomena, which may be correct or incorrect.

During our investigation, the children used their creative skills to create pots out of Styrofoam cups that they used to plant grass seed. They are observing the grass seed in hose with wood chips to see how grass seed grows more effectively. They have also been observing their greenhouses, their seeds planted in cups, and celery stalks. The children are beginning to see growth in all the seeds they have planted. They have also observed coloring in their celery stalks. Through these experiences the children have the opportunity to compare, observe, and represent changes over time in the natural environment and identify common needs of living organisms and how they are met, to understand fast and slow relative to time, motion, and phenomena and the natural laws acting upon objects events and organisms in the environment.
While studying plants, the children used silk flowers and leaves to represent and label the parts of a plant. The children were able to choose various different types of flowers and leaves to create a representation of a flower that they used pre-typed labels to identify the parts. Through this experience the children were exposed to exploring and identifying the parts and wholes of familiar objects and exposed to new words. They also created a mixture of food coloring and water to put a stalk of celery in. They discussed, using straws, how plants absorb water and how the water travels through the plant. Before they put the stalks in their mixtures they made predictions on a graph as to what was going to happen to their celery stalks. This experience provided children the opportunity to explore natural laws acting upon organisms and investigate the common needs of living organisms and how they are met in their environment.

During our investigation, the children spent time collecting seeds, rocks, flowers, and leaves on our playground. After they gathered natural materials they sorted them on a premade board and compared and contrasted the materials they found. They were able to identify that the rocks were not living and the seeds, flowers, and leaves are living things. Through this experience they also gathered and sorted objects naturally and navigate in a familiar environment.
While studying plants, the children recorded their observations of the garden after growth occurred by drawing pictures. Then they harvested green beans from our garden to eat for lunch. Through this experience the children had the opportunity to compare, observe, and record changes over time in the natural environment and identify common needs of living organisms and how they are met in the environment. By watering the garden and harvesting the garden the children were able to explore how their actions may cause changes in the environment that are sometimes reversible and sometimes irreversible. They also began to recognize the difference between helpful and harmful actions toward living things.

During our investigation the children experimented with planted seeds in different ways. They grew grass seed in hose with wood shavings and flower and vegetable seeds in cups with soil. They predicted which one will grow more effectively based on previous experiences. The children watered them and placed them in the sun. Through this experience the children had the opportunity to understand fast and slow relative to time, motion, and phenomena and investigate natural laws acting upon objects events and organisms.
While investigating plant growth, the children researched plants by looking through informational books. Through this experience the children record their findings and ask questions about various plants. The children also dissected a real pant to study the parts of a plant. After pulling apart the flowers, the children sort the parts and glue them on paper. The children then discussed the various parts of the plant. The children explored and identified parts and wholes of a plant and had the opportunity to use one or more of the senses to observe and learn about objects, organisms, and phenomena for a purpose.

During our plant investigation the children use creativity to represent the stages of plant growth. They use soil, various seeds, pom poms, buttons, pipe cleaners, tissue paper, and feathers to represent the stages. Through this experience the children explore and identify parts and wholes of plants and represented changes over time in their natural environment. They also experience sequencing and ordering events.
The children are learning about plants and the importance of seeds. They have been planting bean seeds in plastic cups and transplanting them to the soil. After they planted the seeds, they learned about the importance of water and sunlight for the plants to grow. The children also collected pollen with their fuzzy fingers and used cotton balls to pick up the pollen. They labeled the parts of the plant and glued them back together on construction paper. These activities help the children understand the parts of a plant and the importance of each part for the plant's growth.